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## Secretary of State Introduces Election Reform Plan

The Help America Vote Act, will guide Indiana's Election reform efforts over the next five years and beyond. Under the federal Help America Vote Act (HAVA), which was signed into law by President George W. Bush in October 2002, many new safeguards have been added to the election process to guarantee the rights of eligible persons to vote and to combat election fraud.

Indiana's implementation of HAVA began before the start of the 2003 Legislative session, Secretary of State Rokita asked Senator Becky Skillman (R-Bedford) to carry the legislation that would become Public Law 209-2003. Under the new law, counties will phase-out the use of lever machines and punch card voting systems by January 1, 2006 with the help of federal funding.

Indiana has already received an initial payment of \$5,000,000 from the federal government to improve election administration. A portion of those funds could be used to purchase new voting systems. Secretary of State Rokita estimates that Indiana could receive as much as \$55,000,000 in federal dollars over the next few years to update voting systems and fully implement HAVA.

HAVA requires the submission of a state plan detailing how HAVA monies will be utilized. On August 26, 2003, Indiana's Secretary of State, Todd Rokita submitted "Indiana's State Plan to Implement the Help

America Vote Act of 2002", to the Election Assistance Commission, in accordance with Public Law 107-252.

"With this blueprint for Indiana's elections we have set in motion the most comprehensive voting reforms in our state since the Voting Rights Act of 1965. With state of the art voting systems, a statewide voter registration system, and creative solutions like provisional balloting, Indiana will be well positioned to administer all elections as fairly and efficiently as possible to preserve the rights of all Hoosiers and help ensure that every legitimate vote is counted accurately," Rokita said.

“With this blueprint for Indiana's elections we have set in motion the most comprehensive voting reforms in our state since the Voting Rights Act of 1965.”

**Todd Rokita**  
Secretary of State

The passage of Public Law 209-2003 will allow the Secretary of State to bring federal funds to Indiana to make voting systems more accessible to voters with disabilities, to provide information about accessibility, and to train poll workers to promote access for voters with

disabilities. The law also permits county election boards to employ students sixteen and older as nonpartisan election assistants or poll workers.

Some of the changes that will be seen at the polls over the next few years will be significant. Indiana will be replacing punch card and lever machine voting systems still in use in 32 counties. An accessible voting machine

**continue on page 10**

# Indiana General Assembly

## Public Law 224 - 2003

**Indiana State Budget.** The Budget, described by its crafters, is a maintenance budget with no significant new spending. To reach agreement on spending, the legislature transferred money from nearly every reserve. As typical, education funding was the key component before agreement could be reached and the Conference Committee Report signed.

Early in the Session, Governor Frank O'Bannon offered a budget that would increase spending for Medicaid and actually flat-line spending for education. The Legislature's final budget did the exact reverse and flat-lined Medicaid while giving education a 2.3% increase in new funding for 2004 and 1.9% in 2005.

Medicaid's appropriation in the Budget indicates a shortfall of \$218 million from what is forecasted for the coming year. Since Medicaid leverages its state appropriation with federal tax dollars, nearly \$574 million will be reduced from the health programs. To the extent that reductions are made to optional services (services such as Medicaid waivers, group homes and ICF/MR's) the reductions MAY be on a proportionate amount and no service can be eliminated. The Office of Medicaid Policy and Planning will determine where final cuts are made.

Other key provisions of the Budget include:

- Appropriating \$1.2 billion in General Fund dollars for Medicaid for both years of the Biennium;
- Providing Medicaid Budgetary flexibility language (meaning the Governor can dip into the General Fund if there is not enough money in the Medicaid fund);
- Maintaining Developmental Disability Client Services Funding at \$169,038,450 for the Biennium;
- Establishing the Quality Assurance Services Account at \$10 million raised by the DD provider assessment fee each year of the Biennium;
- Including Medicaid Lien Language, which states that the State can conduct a look-back of at least three years. The lien automatically expires after two years of the Medicaid recipient's death (changed from 9 months). The first \$75,000 of a Medicaid recipient's property is exempt from a lien (changed from \$125,000);
- Directing 3% of School Medicaid Leverage dollars to be utilized to enroll other schools as Medicaid providers;
- Requiring the State Budget Agency and FSSA to

establish a method to collect the State share of providing psychiatric residential treatment to Medicaid eligible children (the Collins Case);

- Directing Medicaid to implement a nursing facility bed tax. The split will be 80% back to nursing facilities and 20% to remain in the Medicaid pot;
- Directing Medicaid to look at developing a Medicaid reimbursement program for the Department of Health;
- Maintaining CHOICE funding at \$48 million per year;
- Deleting the provision of SEA 217-2002 stating that residents of Muscatatuck State Developmental Center must be placed in settings that are acceptable to the individual or the individual's family;
- FSSA will continue to work closely with all families of MSDC residents and will work to find placements that will be agreeable to all parties involved;
- The Tobacco Master settlement monies will continue to be expended for health related purposes.
- Hoosier Rx continues at \$8 million both years of the Biennium;
- Chip Match continues at \$23.8 million in FY04 and \$26.2 million in FY05;
- Community Health Centers continue at \$15 million both years of the Biennium;
- DD Client Services continue at \$30.3 million both years of the Biennium;
- Local Health Maintenance Fund is \$3.9 million both years of the Biennium;
- Tobacco Use Cessation and Prevention is reduced to \$10.8 million each year of the Biennium;
- Establishes a Commission on Hispanic and Latino Affairs;
- Funds Department of Health Programs with Tobacco dollars, ensuring that all tobacco funds are being expended for health related purposes;
- Leaves an estimated \$180 million reserve in the Fund;
- Maintains Early Intervention funding levels;
- The budget line item regarding operating expenses was combined with Project Safe Place for a total of \$6,583,433 each year of the Biennium. H.E.A No. 1001

# 2003 Legislative Updates

## Public Law 184 - 2003

**Medicaid Mental Health Drugs Restrictions.** Extends the select joint commission on Medicaid oversight. Provides for a penalty for housing with services establishments that do not comply with the disclosure requirements and requires the director of the division of disabilities, aging, and rehabilitative services to adopt specified rules. Adds a cross-reference to current law regarding access to certain mental health drugs. Amends the developmental disability Medicaid waiver application process (language of HB 1713). Requires the office of Medicaid Policy and Planning (OMPP) to determine Medicaid waiver eligibility for the developmentally disabled; and more. H.E.A. No. 1458.

develops these state and local standards to include representatives of state and local government.

This bill expands Public Law 143, that ATTAIN, Inc. worked to pass in 2001, by requiring that additional agencies comply with the Federal Rehabilitation Act of 1998. Section 508 of the Rehabilitation Act requires all agencies receiving federal funds to comply with accessibility standards that ensure equal access to electronic and information technology for federal employees with disabilities, as well as members of the public who have disabilities.

This legislation would not require any agency to replace old equipment, but would require that new equipment purchases be compliant with the Section 508 accessibility standards. H.E.A. No. 1724

## Public Law 26 - 2003

**Premiums for Medicaid buy-in program.** Specifies that the OMPP calculation of an individual's personal needs allowance includes income in addition to federal Supplemental Security Income. Requires the office to adjust, at additional times to the annual review, the premium for working disabled persons to participate in the Medicaid buy-in program. Requires the office to adjust the premium upon verification of a change in the person's income or family size.

## Public Law 46 - 2003

**Protection and Advocacy Services Commission.** Prohibits a member of the protection and advocacy services commission from serving more than five consecutive terms. S.E.A. 121

## Public Law 112 - 2003

**Visitability standards in building codes.** Requires the fire prevention and building safety commission to adopt standards by rule regarding visitability features in new construction of dwellings. Provides that if a person contracts with a designer or a builder to construct a visitability feature in new construction, the designer and the builder must comply with these standards adopted by the commission.

Visitable homes are not for people with disabilities. They are for residents who have a disabled family mem-

## Public Law 28 - 2003

**State and local purchases of accessible technology.** Requires the state information technology oversight commission to adopt rules that conform to federal requirements for electronic and information technology accessibility. Mandates that the rules apply to all technology purchases and contracts of the executive, legislative, judicial, and administrative branches of state and local government. Expands the membership of a group that

Updates are continued on page 4

## Legislative Updates (cont'd)

ber or anticipate the need for the features in the future as they “age in place.” This legislation would not require homebuyers to incorporate these features, but it would protect their rights and assist in communication with their builder if they requested a visitable home by setting the minimum standards.

Visitability also assists with the sale and resale of homes. Visitable housing is not fully accessible because visitability features are usually limited to the first floor of the residence.

### Basic visitability standards should include:

- Widened doorways and corridors, and a bathroom on the first floor of the home.
- A zero-step entrance.
- Electrical outlets that are higher than usual.
- Environmental controls that are lower than usual.
- Grade specifications of interior thresholds and hallways.

## Public Law 274 - 2003

**Home and community based services.** Establishes a caretaker support program. Encourages the Indiana health facility financing authority to work with for-profit health facilities that are partnered with nonprofit agencies in converting licensed beds to less intensive care beds through bonds.

Requires the office of the Secretary of Family and Social Services to establish a home and community based long term care service program and establishes eligibility for the program.

Requires the office of Medicaid Policy and Planning to apply for: (1) a waiver to amend the aged and disabled waiver to include any service offered by the community and home options to institutional care for the elderly and disabled (CHOICE) program; and (2) a waiver to amend Medicaid waivers to include spousal impoverishment protection provisions that are at least at the level of those offered to health facility residents.

Specifies protections an individual receiving Medicaid waiver services must have. S.E.A. No. 493

## Public Law 209 - 2003

**Polling place and voting machine accessibility.** Requires each county election board to conduct training and educational meetings for precinct election officers. Requires the meeting to include information related to making polling places and voting systems accessible to elderly voters. Requires voting systems to meet accessibility requirements no later than January 1, 2006. Requires the circuit court clerk rather than the county executive to designate polling places unless the county adopts an ordinance to the contrary.

This legislation brings Indiana into compliance with the Help America Vote Act and specifically addresses accessible voting. After the 2000 elections it was estimated that more than 21 million voting-age people with disabilities did not cast a ballot. A recent Harris Poll survey found that about 40% of people with disabilities voted in the November 2000 election, compared with the national average of 51%. Poll accessibility and poll worker training are keys to a larger turnout of voters with disabilities. S.E.A. No. 477

## Basic voting accessibility includes:

- Every polling place must be accessible to all voters, including those using wheelchairs and those who are visually impaired. This includes parking, access ramps, entrance doors, interior access, "open path of travel," signage, and voting technology.
- Voting machines must be accessible to all voters including those using wheelchairs, those with limited mobility, those who are visually impaired, and those who do not speak English as a first language.
- There must be at least one fully accessible voting machine at every polling place.
- Every voter has the right to cast his or her vote privately.
- Every voter has the right to assistance if it is necessary.
- Every voter has the right to be treated with respect.

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### For More Information:

Indiana House Switchboard:  
1-800-382-9842

Indiana Senate Switchboard:  
1-800-382-9467

Legislative Homepage:  
<http://www.in.gov/legislative>

Bill Watch:  
<http://www.in.gov/apps/lisa/session/billwatch/>

E-mail your Legislator:  
<http://www.in.gov/cgi-bin/legislative/contact/contact.pl>

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# Glimpses of IPAS

## BILL AND VRS

IPAS represented a young man named “Bill” this quarter. Several years ago Bill had been involved in an accident at his place of employment that resulted in the amputation of his right leg beneath the knee. The Worker’s Compensation Board (WCB) agreed to pay for the costs of his prosthesis so he could return to work. They initially also paid for the gel liners that cushion the point where Bill’s leg fits into the prosthesis. Last year the board informed Bill that, while they would continue to pay the costs of his prosthesis, they would no longer pay for the gel liners, a cost of \$1,800 per year.

Bill did not appeal the board’s decision. By the time he contacted IPAS, the deadline to file an administrative appeal had long since passed. At that point, the only means to overturn the WCB would be to successfully argue that their appellate deadlines are inherently unfair. After researching this issue, we opted instead for Bill to seek funding from the Office of Vocational Rehabilitation Services (VRS), since Bill required these items in order to retain his employment. Bill applied for VRS, was approved and received enough gel liners for two years.

## LARRY AND VRS

“Larry” contacted IPAS regarding a lengthy delay in the start-up of his approved small business plan by the local Vocational Rehabilitation Services (VRS) office. VRS requires the customer to provide 25% of all start-up funds for a small business. Larry had told his counselor from the very beginning that he would not have cash, but would need to include items such as “sweat equity” in the conversion of his garage to meet this requirement. VRS’ position was only “cash” would be accepted toward the 25% start-up requirement. The IPAS advocate spoke with

Larry’s counselor and asked if he had provided Larry with information on work incentives and small business administration loans that could be used to meet the requirement. The counselor had not provided this information but reassured IPAS that he would. Larry contacted IPAS one week after this conversation to report that all of his issues including the start-up requirement had been resolved.

## MIKE AND SPECIAL EDUCATION

IPAS was contacted when the family’s insurance for “Mike’s” residential placement lapsed. The child had been placed by the family after the school had refused to allow his return to school following an outburst and physical altercation. IPAS initially was able to negotiate the delivery of homebound services for the child while the school completed testing for consideration of eligibility for special education. The Case Conference Committee did determine that this 11-year-old child was eligible for the classification

as “Emotionally Handicapped” under Special Education. Complaints against the school were found in the child’s favor, as it was determined the school had knowledge and should have initiated child find. Additional services, while on homebound, were found to be inconstantly applied and compensatory education was ordered. In his first semester back in school, his grades were good enough for the Honor Roll.

The names in this article have been changed to protect the privacy of the individuals involved. These cases have been followed up on to ensure that all instances are followed up on and agreements are reached. In 2002, IPAS represented and handled over 4,600 cases.

# services in action

## DAVID AND PUBLIC SCHOOL

When “David’s” mother called IPAS, he had been suspended in excess of the minimum ten days and an expulsion hearing was on the horizon. When the IPAS advocacy specialist went to review records, these were scant at best—incomplete at worst. The first case conference IPAS attended started 45 minutes late and was canceled as the assistant principal requesting the expulsion did not attend. David’s mother then presented a letter from the community district’s discipline officer, stating that David could return to school. The meeting was adjourned at that time. At the next case conference, the assistant principal abruptly left the meeting. The remaining persons agreed to reconvene when there was accurate data on attendance/suspensions. IPAS continued its pursuit of David’s attendance records. The school district’s discipline officer reported that the school district’s policy

stated that the local school kept attendance records on computer and provided these.

Upon receipt of the records from the local school, it was clear that it had falsified the records sent. The expulsion officer showed 86 days absent with no suspensions on David’s record, while his IEP indicated that there were three absences and twenty-eight suspensions. At the final case conference attended by IPAS, the expulsion request was rescinded and an intervention plan developed to address David’s behavior. IPAS also advocated successfully for 80 hours of compensatory education during the summer.

The case was then monitored through the current school year until March of this year. David is now in a transition program to assist in making a post high school career choice. He will graduate with his class in June, with his high school diploma.

## ANNIE AND VRS

“Annie”, an individual that has a visual impairment, contacted IPAS requesting assistance with her individual plan of employment (IPE) through Vocational Rehabilitation Services (VRS). Annie’s VRS counselor had promised her the support of a computer, software, and training in its use. However he was now refusing to provide her with these supports unless she submitted a business plan as well as a loan application, although she had already begun her business – the counselor himself was referring clients to her. Annie had actually been providing computer training to other VRS customers referred to her by her VR counselor.

IPAS spoke with the VRS coun-

selor who agreed to provide Annie with the needed computer, but no training or additional required software. IPAS assisted Annie in having her VRS case moved to a different office and assigned to a new VR counselor since she no longer trusted the current counselor.

IPAS assisted Annie in bringing her new VRS counselor “up to speed” in regards to her career goal of self-employment and needed supports, i.e. appropriately repaired computer, software, computer classes, etc. With the implementation of a new IPE, Annie is now receiving the training that will enable her to meet the goal of being a computer trainer for other individuals with disabilities.

These cases have been anonymized to protect the anonymity of the client. They have been closed, but in many cases up to ensure that the rule of law is being honored. IPAS has represented 746 individuals and received 100 inquiries.

# Serving Language Minority Students

A growing number of language minority students in schools is forcing some long-quiet educational issues to rise to the surface for more open discussion. Specifically, how can educators best serve the needs of this student population, and when is it appropriate to refer a language minority student to a special education program?

Students may struggle in school for a number of reasons. Some have disabilities that interfere with the learning process regardless of the academic setting or level of instruction. Some are not affected by a medical condition, but still experience academic difficulty because their classrooms do not accommodate individual differences or learning styles. The latter is the group to which many language minority students belong.

There are some key decisions and guiding principles that are important to more fully understanding this topic.

First, many language minority students fall under the heading of “undocumented children.” According to the Supreme Court decision in *Plyler v. Doe*, 457 U.S. 202 (1982), undocumented children have the same right to attend public schools as do U.S. citizens. Under Indiana law, public schools may not deny enrollment to children with legal settlement within the school corporation boundaries. Furthermore, schools may not require social security cards or “green cards” as a condition of enrollment. Regardless of a child’s status, he or she possesses the same educational rights as children who are U.S. citizens.

Second, according to the U.S. Department of Education, schools must provide language minority students with equal educational opportunity with the appropriate level of English language development. This is based on *Lau v. Nichols*, 414 U.S. 563 (1974). Students must receive instruction from properly certified, licensed teachers. Instructional aides must work under direct supervision of a certified teacher and should not have the sole responsibility of teaching units of study.

The third point to consider is commonly known in educational circles as “Title III.” The No Child Left Behind Act of 2001 (NCLBA) reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 with the creation of Title III, “Language Instruction for Limited English Proficient Students.” This act emphasizes accountability, local control, parental options and testing in English for LEP students who have been in U.S. schools for three consecutive years. In accordance with this, the

## Terminology:

**Language Minority (LM):** Refers to a student whose linguistic background, such as country of origin or home environment, includes a language other than English.

**Limited English Proficient (LEP):** Refers to a language minority student whose English proficiency is below that of grade and age level peers.

Indiana Department of Education monitors the progress of LEP students in meeting the state English proficiency and academic standards.

These three points taken together leave educators with the broad principle that language minority students are entitled to education on an equal level with students who speak English as their native language; however, court opinions and legislation are often far from the realities of implementation. And when a language minority student is also a student with a disability, the path to take in educating the child may seem unclear. The following are two sets of guidelines developed by the Department of Education now used to help clarify what types of classroom instruction are appropriate for language minority students.

## Guidelines for Placement of Language Minority Students

- 1) Students who enter your school system must complete a home language survey.
- 2) If the survey indicates that a student speaks a language other than English, he or she must be assessed for oral, reading and writing English language proficiency skills.
- 3) Students should be placed in an age-appropriate grade level. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year.
- 4) Initial scheduling of courses for Limited English Proficient (LEP) students should include classes designed to improve English language proficiency. Each student should receive the appropriate level of English language development.
- 5) Language minority students should be informed that they must meet graduation requirements if they intend to receive a high school diploma.
- 6) Migrant students graduating from home base schools need to be enrolled in courses that fulfill the home state’s graduation requirements.



# 'Ticket to Work' update for Indiana

"Protection and Advocacy for Beneficiaries of Social Security" program is funded by the Social Security Administration as part of the Ticket to Work and Work Initiatives Improvement Act.

Indiana's Social Security beneficiaries began receiving "Tickets" from the Social Security Administration in November of 2002. This "Ticket" allows the beneficiary to choose rehabilitation and related services from any approved employment network in the state of Indiana. Under the Ticket to Work Act the beneficiary's cash benefits are protected for up to 60 months during this process of receiving training for and placement into employment. The intent of the Ticket to Work program is to allow a beneficiary to seek out work while at the same time protecting his or her cash benefits.

To date, 29 employment networks have been approved in the state of Indiana to provide services under the Ticket to Work Program. Nationwide 22,183 Tickets

have been assigned with 19,592 of those being assigned to state Vocational Rehabilitation agencies. In Indiana, 110 Tickets have been assigned and 78 of those have been assigned to Vocational Rehabilitation Services. This number is low when compared to other states in the nation. IPAS has met with the VR Deputy Director regarding shared concerns in regards to the low percentage of Tickets assigned in Indiana.

Further discussions will center on retraining of VR staff and rehabilitation providers in terms of the Ticket to Work Program.

Indiana Protection and Advocacy Services will be assisting beneficiaries with issues or concerns that arise during their involvement with the chosen employment network.

IPAS provides social security beneficiaries with intake and referral services, technical assistance, advocacy, education, and legal support services.

## (Serving Language Minority Students Cont'd)

7) Modifications should be made to lessons and assignments by teachers in the content area classrooms with the appropriate level of English language development for each student.

### When are Special Education Referrals Appropriate?

1) First, there is a "prereferral process" including screening and intervention to identify problems experienced by students in the regular classroom, identifying the source of the problems (student, teacher, curriculum, environment, etc.) and taking steps to resolve the problems in the context of the regular classroom. This process seeks to eliminate unnecessary and inappropriate referrals to special education.

2) A referral to special education should only happen after all other avenues have been explored, and you can conclude that the child's needs cannot be met by the regular education program.

3) It is recommended that the child be in the school system for more than a full year before a refer-

ral to special education is justified.

4) Often times, special education identification has already happened in another state and the student will customarily have to be retested in order to be identified for services in Indiana.

5) All referrals of LEP students to special education should include the results of tests in the child's native language and in English to provide evidence that the difficulties are present in both languages.

6) In searching for a bilingual evaluator or interpreter for assessment purposes, the candidate must be a non-biased party who is fluent in the native language of the student. Ideally, the interpreter/translator should be from the same language, country, and cultural background of the student to avoid linguistic and cultural miscues.

7) In order to be served by speech and hearing, there must be a process of evaluation, provided it is appropriate. Most language minority students do not have speech problems. They are second language learners and that is not a disability.

## Vote Indiana Team continued from page one

will be placed in every voting location in Indiana. The creation of a statewide voter registration database will allow election officials in every county to communicate with each other, as well as with officials from the Indiana Bureau of Motor Vehicles and the Departments of Health and Correction. The statewide voter registration system will ensure that every voter is registered at the proper location and only the proper location.

Secretary of State Rokita and the Vote Indiana Team, a group of 28 individuals appointed earlier this year by Rokita, have worked to create this comprehensive blueprint for Indiana election reforms.

Information regarding the work of the Vote Indiana Team is available on Secretary of State Rokita's website at [www.sos.IN.gov/elections/vit](http://www.sos.IN.gov/elections/vit).

# IPAS Survey

Information and Referral is one of the services provided to individuals that contact IPAS. To assure the provision of high quality advocacy services, a Customer Satisfaction Survey is mailed to a sample of those who request information or referral. The following are some comments received.

“I believe that this agency is a service to the community that should continue and should always be given the funds necessary to continue.”

“I’m thankful this service is available.”

“Thank you for your advice and support. You were extremely helpful.”

“I am very happy with knowing that I have someone (your agency) to stand up for my rights and investigate problems in the system. Thank you for being there.”

“You’ll never know what it meant for our family to have your help. [Our Advocate] was such a blessing and a great help to answer all my questions and give me understanding for our situation.”

“You were all of the above [survey questions]. So I continue to use your services and refer others to you. Keep up the good work -- you are needed.”

“I asked for information about your services ... I promptly received the requested items (posters, brochures, etc.).”

“Extremely Effective Organization”

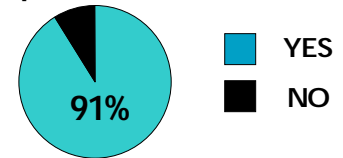
“It was a positive experience!”

“Not only did the person search out my answers, but also sent information to me.”

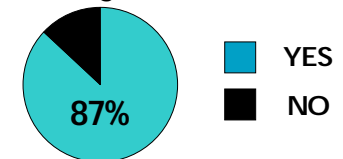
“Very helpful, informative, clear and concise. My call was returned (she left voicemail messages until we connected).”

## FY 2003 Survey Results

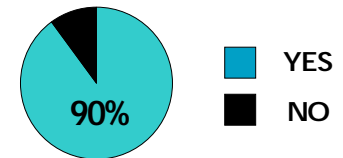
### Respectful?



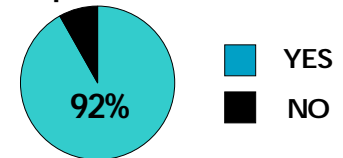
### Knowledgeable?



### Professional?



### Prompt?



IPAS mailed 377 surveys, 117 responses were received. Response Rate 3 Percent.

## UPCOMING TRAINING, WORKSHOPS AND CONFERENCES

### Nov. 10-11

#### ATTAIN, Inc.

Annual Conference, “Sea of Dreams”  
Keynote Speaker, Richard Radtke, PHD.  
Marten House and Lilly Conference Center  
Indianapolis, IN  
For information call 317-486-8808  
[www.attaininc.org](http://www.attaininc.org)

### Nov. 14-15

#### INSOURCE

Annual Conference, “Build Your Advocacy Toolbox”.  
Holiday Inn Conference Center  
Columbus, Indiana  
For information contact Insource at 1-800-332-4433, [www.insource.org](http://www.insource.org)

### Dec. 2-3

Indiana Governor’s Planning Council  
for Person’s with Disabilities  
Conference, “Catch the Spirit”  
Westin Hotel  
Indianapolis, IN  
For information: 1-866-786-7272,  
[www.in.gov/gpcpd](http://www.in.gov/gpcpd)

### Dec. 8-10

Indiana Institute  
for Supported Employment  
Conference, “Building Success”.  
Holiday Inn-Pyramids  
Indianapolis, IN  
For information: 812-855-6508

# Indiana Protection and Advocacy Services

## IPAS Commission

**Patricia L. Andersen\***  
Lake Co.

**Vicki Conlin** (*Secretary*)  
Clark Co.

**Kristie M. Carter\*** (*Chairperson*)  
Marion Co.

**Sarah Emerson**  
Vigo Co.

**Lisa Floyd**  
Madison Co.

**Marla Green-Van Winkle**  
Warrick Co.

**Veronica Macy\*** (*Vice Chairperson*)  
Hamilton Co.

**Gary May**  
Warrick Co.

**Melanie Motsinger**  
Allen Co.

**Kathy Osborn**  
Marion Co.

**Dr. William Riggs**  
Hancock Co.

**Alan Spaulding**  
Blackford Co.

**Cecilia Weber**  
Tippecanoe Co.

## Advisory Members

**Senator Robert N. Jackman, D.V.M**  
Decatur, Fayette, Franklin,  
Rush, Shelby Co.'s

**Representative John J. Day**  
Marion Co.

## IPAS Mental Illness Advisory Council

**Pablo Garcia Jr.\***  
Howard Co.

**Lisa Gibson\***  
Putnam Co.

**Merrill Grile\*** (*Vice Chairperson*)  
Madison Co.

**James F. Hurst\*** (*Secretary*)  
Howard Co.

**Pamela McConey\***  
Hamilton Co.

**Dr. Charles A. Pressler\***  
St. Joseph Co.

**Ron Riggs\***  
Howard Co.

**Cecilia Weber\*** (*Chairperson*)  
Tippecanoe Co.

**Terry White\***  
Warrick Co.

**Eric Wright, Ph.D.\***  
Marion Co.

## Staff Positions

### Executive Staff

**Thomas Gallagher**  
Executive Director

**Milo Gray Jr.**  
Legal and Client Services Director

**Gary Richter**  
Support Services Director

### Support Services Division

**Joyce Cook**  
Secretary

**Anthony Liggins**  
Data Entry

**Elizabeth Najar**  
Program Specialist

**Karen Pedevilla**  
Education/Training Director

**Sondra Poe**  
Administrative Secretary

**Lori Sanders**  
Account Clerk

**Judith I. Wade**  
Fiscal Officer

### Client and Legal Services

**Debra Dial** Attorney  
PAIR Program Coordinator

**Gary Ricks** Attorney  
PAAT Program Coordinator

**Sue Beecher**  
Assistant Director of Client Services  
PABSS /CAP Program Coordinator

**David Boes**  
Assistant Director of Client Services  
PAIMI Program Coordinator

**Dee Enrico-Janik**  
Assistant Director of Client Services  
PADD Program Coordinator

**Vivian Bradley**  
Advocacy Specialist

**Donna Dellinger**  
Advocacy Specialist

**Debbie Dulla**  
Advocacy Specialist

**Candace Fegley**  
Advocacy Specialist

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**Bonnie Kirk**  
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**Angela R. Meade**  
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**Peggy Owens**  
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**Amy J. Penrod-Spicer**  
Advocacy Specialist

**Debra Thomas**  
Advocacy Specialist

**Daniel Ward**  
Advocacy Specialist

**Terry Whiteman**  
Advocacy Specialist

**Cathy Wingard**  
Advocacy Specialist

\*Gubernatorial appointment

## Member Recruitment

IPAS is always looking for new Commission and Advisory Council members to help serve the needs of individuals with disabilities and those with mental illnesses.

Commission members must have a commitment to promote the legal and civil rights of persons with developmental disabilities, mental illness or other disabilities, and to the cause of protecting and promoting those individuals' rights to make their own personal choices.

The IPAS Commission consists of 13 members, of which the Governor appoints four, and the remainder is appointed by the majority vote of the membership.

The Mental Health Advisory Council consists of 10 members appointed by the Governor. Members serve four-year terms.

For more information, call the Protection and Advocacy System for Indiana at (317) 722-5555.

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